DOCUMENT RESUME

ED 302 218 IR 013 580

AUTHOR Stevens, William E.
TITLE Development of a Conference Planning Model Using Integrated Database, Word Processing, and Spreadsheet Software.
PUB DATE 88
NOTE 57p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Computer Software; *Conferences; Evaluation Criteria; *Microcomputers; Models; *Planning; Questionnaires
IDENTIFIERS *AppleWorks

ABSTRACT

This report presents a model for conducting a statewide conference for the approximately 900 members of the South Carolina Council of Teachers of Mathematics (SCCTM) using the AppleWorks integrated software as the basis of the implementation plan. The first and second chapters provide background information on the conference and the responsibilities of the president of the SCCTM, as well as the results of a literature search on the use of database management systems for conference planning. Objectives for measuring the success of the conference and the conference planning model are described in the third chapter. In the fourth chapter, tasks involved in planning and executing the conference are listed, and those tasks completed using AppleWorks are indicated. This chapter also includes a discussion of the applications of the database management and word processing capabilities of AppleWorks. Results of the evaluations and recommendations for planners are presented in the final chapter. Appendixes include the evaluation forms, various communications to presenters, a sample program listing, a speaker index, a topic index to conference sessions, and a session/workshop data sheet. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302218

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Development of a Conference Planning Model Using Integrated Database, Word Processing, and Spreadsheet Software

Study Area: Database Management Systems

by

William E. Stevens, Ed.S.

Cohort 5

A Practicum II Report Presented to the
Ed.D. Program in Computer Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William E. Stevens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR013580

TABLE OF CONTENTS

		Page
PRACTICUM APPROVAL.		ii
TABLE OF CONTENTS		iii
LIST OF TABLES.		iv
ABSTRACT.		v
Chapter		
I	BACKGROUND INFORMATION.	1
	Description of Community	1
	Author's Work Setting and Role	1
II	STUDY OF THE PROBLEM.	2
	Problem Description.	2
	Problem Documentation.	2
	Causative Analysis	3
	The Related Literature	4
III	ANTICIPATED OUTCOME AND EVALUATION INSTRUMENTS	7
	Statement of General Goals	7
	Behavioral Expectations.	7
	Evaluation Instruments	8
IV	SOLUTION STRATEGY	10
	Discussion and Evaluation of Solutions	10
	Description of Selected Solutions.	10
	Report of Action Taken	12
V	RESULTS, IMPLICATIONS, AND RECOMMENDATIONS.	16
	Results.	16
	Implications	17
	Dissemination.	18
	Recommendations.	19
REFERENCES.		20

APPENDICES

A Conference Evaluation Form 22

B Conference Process Evaluation Form 24

C Initial Invitation Letter and Response Forms 26

D Post Card Reminder 30

E Verification Letter. 32

F Speaker Post Card. 34

G Presider Post Card 36

H Thank You Letter for Session Speakers. 38

I Thank You Letter for Workshop Presenters 40

J Thank You Letters for Corporate Sponsors 42

K Sample Program Listing 44

L Program Speaker Index. 46

M Program Special Code References. 48

N Session/Workshop Data Sheet. 51

LIST OF TABLES

Table Page

1 Results of the Conference (Product) Evaluation 16

2 Process Evaluation Results 17

ABSTRACT

Development Of A Conference Planning Model Using Integrated Database, Word Processing, and Spreadsheet Software

Stevens, William E. 1988: Practicum II, Nova University. Ed. D. Program in Computer Education.

Descriptors: Database/Word Processing/Planning/Integrated Software/Spreadsheet/Mail Merge

This project addressed the problem of how the author of this practicum, a high school mathematics teacher, could plan and carry out a state-wide conference without any secretarial help. Persons previously responsible for the meeting were district-level employees or college professors who had secretarial asistance in planning and running the conference. The author implemented a model for conducting the state-wide meeting using database software as the basis of the implementation plan.

The author used the integrated features of AppleWorks with its database, word processing, and spreadsheet software to carry out the plan. AppleWorks contained all of the features research indicated as desirable in such software. To invite speakers, a database of potential speakers was created and merged into the word processor. A second database of program information (names of speakers and presiders, topics, grade levels of talks, titles, content reference codes, etc.) was used to print the conference bulletin and other conference related reports. The sorting and selecting features of the software made alphabetic arrangements of names and numerical sorting of session numbers possible with ease. Room assignments were easily checked for duplication, along with special equipment needs, from the program database. The spreadsheet feature of AppleWorks was used to create a master scheduling matrix and also served as a word processor to create the process evaluation form.

Close to 900 mathematics educators from South Carolina and neighboring states attended the conference. The conference received a favorable evaluation from the two groups polled for evaluation data. Nearly 98 percent of the first time attendees who evaluated the conference felt they would attend again. Over 96 percent of the veteran attendees felt the conference was equal to or better than previous conferences. These ratings were well above the 80 percent acceptance level sought. The Board of Directors of the mathematics association sponsoring the conference evaluated the implementation model. All of the 14 procedures on the time line were rated

positively as to their appropriateness, with only one item not receiving a 100 percent rating. The same rating results occurred on the completion check list, with 13 out of 14 items rated 100 percent by the evaluation committee. The process evaluation exceeded the 80 percent time line appropriateness and 80 percent completion ratings sought. Both the product of this practicum, the conference, and the process of implementing the practicum, the database model, were highly regarded by those who evaluated them. A plan for implementing similar conferences is presented. Persons with the same responsibilities of the author could follow the plan outlined in this report and conduct a similar conference or meeting. Persons without all of the planning responsibilities could use the database to word processor merging to have AppleWorks take on some of the features of a more sophisticated desktop publishing program.

CHAPTER I

BACKGROUND INFORMATION

The author of this practicum served as the president of The South Carolina Council of Teachers of Mathematics (SCCTM), an affiliate of the National Council of Teachers of Mathematics (NCTM), from November, 1986, to November, 1987. SCCTM has a membership of over 1,000, with an additional 700 educators and other people interested in mathematics and mathematics education in South Carolina on its mailing list. SCCTM sponsors a mathematics conference in the fall of each year, the Fall Conference, as its annual staff development effort for its membership. Previous conferences had over 700 persons in attendance, and the conference site rotated among the large metropolitan areas of the state. The officers and members of the Board of Directors have the responsibilities for all phases of the conference. As president of SCCTM, the writer was responsible for the program planning activities of the conference.

The conference has always been held at a school with enough facilities to house sessions, workshops, commercial exhibits, meal functions, and large group meetings. The 1987 Fall Conference was held in Columbia, South Carolina, at Richland Northeast High School. The conference began on the evening of November 13, 1987, and ended on the afternoon of November 14, 1987. Nearly 900 educators attended the 1987 Fall Conference.

CHAPTER II

STUDY OF THE PROBLEM

The conference duties of the members of the Board of Directors are explained in an operating code adopted in 1983 on the recommendation of Isaac Metts, the president for that year. The responsibilities assigned to the president from the 1983 operating code of the SCCTM were:

1. Solicit speakers and presiders and plan program with Past President and President Elect.
2. Select speakers and presiders and send information about meeting site.
3. Make room assignments for sessions and workshops.
4. Have program printed and bring to conference.
5. Select one Vice President to be responsible for each of the following:
   a. Meals and hospitality,
   b. Signs and thank you notes,
   c. Information Table for speakers and presiders,
   d. Assist Treasurer with on-site registration.

All of the previous presidents of the South Carolina Council of Teachers of Mathematics were school district mathematics supervisors or college professors, except for the immediately preceding president. The author, only the second classroom teacher to serve as president in the ten year history of SCCTM, was the first teacher to have to plan a conference. The 1986 conference was held along with a

regional meeting of NCTM, and that year's president, the first classroom teacher to serve, did not have conference planning duties. The 1987 meeting was the first one planned without secretarial help supplied by a president's employer. A method of carrying out the planning duties was needed that could be managed by one person and could be adapted by future presidents.

The former presidents who had been responsible for conference planning activities were contacted for their input. They were asked to help identify the tasks that were or would have been difficult for them to complete without secretarial help. The planning duties named as essential and the most difficult or time-consuming were: inviting educators to present sessions and workshops, requesting members to act as presiders at sessions and workshops, scheduling the sessions and workshops, and producing conference printed materials. These duties were all the responsibility of the president, as identified by the 1983 Code. Sherard (1987) stated:

> The first most difficult, and most frustrating, task was all the correspondence needed to secure speakers and presiders. Some people procrastinated and ignored deadlines, and others simply failed to correspond at all. The second most difficult task was the process of shuffling papers around in order to put together the complete program, taking into account all of the points listed . . . in the outline.

Sherard also noted that his secretary helped with all his correspondence and with preparing the conference program for

the printer. Patricia Smith and Janice Brown, former SCCTM presidents, confirmed the conclusions of Sherard. Bonnie Cagan, the first SCCTM president, wrote that when the first SCCTM conference was held, she relied on the other officers to fulfill the many duties associated with the meeting. The structure of the conference has changed since Cagan was president from 1977 to 1978.

A DIALOG search of the ERIC system using 'database' and 'conference' and 'planning' as the search criteria produced fifteen titles. None of the articles were suited to the particular problem of this practicum. While the articles covered various types of conferences, the only databases mentioned were those created that covered the topics of the conferences. No article addressed using a database for planning a conference. A second search with 'database' and 'conference planning' as the selection criteria produced no titles.

Vockell and Schwartz (1988:162) stated that "database programs can be used throughout a school system to automate record keeping for virtually any conceivable purpose. Any sort of task that requires access to systematic lists of information is a good choice for entry into a database system." Vockell and Schwartz (1988:163-164) further identified the following features that users might like a database management program to perform:

- Store information in categories and allow retrieval according to specified criteria.
- Search and retrieve all information containing a specified word; search multiple categories at one time; conduct either/or searches; conduct full text searches; conduct category comparisons during searches.
- Print data in either a 'labels' or 'columns' format.
- Generate 'keyword' listings.
- Reorder data prior to printing.
- Edit by adding, deleting, moving, and copying information within a file or from one file to another.
- Keep track of work in progress through on-screen message lines.
- Use a spelling checker.
- Perform mathematical computations.
- Transfer files to and from word processing or spreadsheet programs.
- Merge with a word processor to generate form letters.

Rawitsch (1987:34) quoted Hunter (1983:324) as stating, "To survive and thrive in an information-based society will require that students learn skills and techniques for handling information. Computer programs such as databases . . . are tools students can use to learn, manage information, and solve problems. . . ." The author of this practicum felt that "teachers" could be substituted for "students" in the statements about database use and that he could "manage" the data needed to plan the 1987 conference with database software.

The powers and uses of databases were discussed by a number of other authors of articles in computer magazines or texts of computer education. While all of these articles or references were not scholarly in nature, they did serve as a basis for the solution to planning the 1987 Fall Conference

by using an integrated database, word processing, and spreadsheet software package.

The author used a database management program, integrated with word processing and spreadsheet capabilities, to complete the planning duties for the 1987 conference. An integrated software package was used that merged database information into the word processor (mail merge) for correspondence and gave flexible reporting formats for use in producing the printed program materials. Word processing capabilities of the spreadsheet were used for some of the charts needed.

CHAPTER III

ANTICIPATED OUTCOME AND EVALUATION INSTRUMENTS

As a result of this practicum, the author created and implemented a model for planning and conducting a conference by using integrated database, word processing, and spreadsheet software. The author created the planning model for the use of future presidents of SCCTM or other persons responsible for the conference, and a standard was created by which future conferences can operate.

The success of the practicum was measured by both a product and a process evaluation. Each person attending the conference was asked to fill out an evaluation form. This form is used each year to identify the top rated sessions and speakers, to request suggestions for change, to gather reactions to the conference format, and to secure volunteers for officers, speakers and presiders, and committees. A new section was added to the 1987 form that asked the responder to rate the Fall Conference as a "first time" or veteran attendee. First time attendees were asked if they would attend another conference based on their experiences with the 1987 conference. Persons who had attended previous conferences were asked to rate the 1987 meeting in comparison to prior conferences.

The objectives to measure the success of the product evaluation were:

(1) The conference will be considered a success if 80 percent or more of the first time attendees completing the evaluation form state they would attend another conference like the 1987 meeting.

(2) The conference will be considered a success if 80 percent or more of prior attendees completing the evaluation form rate the 1987 meeting equal to or better than previous conferences.

The true evaluation of this practicum rested in the increased efficiency of carrying out the various planning tasks as evaluated by the officers of SCCTM. The 1987 - 1988 Board of Directors served as an evaluation committee. At the January board meeting after the conference, the new board conducted a process evaluation of the procedures used to carry out the 1987 meeting. The board's evaluation determined the practical application of the database model for conducting the conference and the adaptability of the model for future conferences. The board used a process evaluation form to rate each step of the time line used as appropriate and the completion of each step as accomplished on time. The objectives to measure the process evaluation success were:

(1) The conference planning model will be considered successful if a majority of the board rate 80 percent or more of the time lines as appropriate.

(2) The conference planning model will also be considered successful if a majority of the board rate 80 percent or more of the steps as completed on time.

Appendix A contains the evaluation form used to gather the product evaluation data. Appendix B contains the process evaluation form used by the evaluation committee.

In completing the process evaluation, the committee evaluated small products created by the steps in the process as being appropriate and as being finished on time. In this sense, the process evaluation took on some characteristics of a product evaluation. The distinction between the product and process evaluations was determined by the group doing the evaluating. The data from conference attendees were used to evaluate the product, while opinions of persons involved in conducting the 1987 and future conferences were used to evaluate the process.

CHAPTER IV

SOLUTION STRATEGY

The author used the integrated features of the AppleWorks (V2.0) software and an Apple IIgs computer to complete the tasks necessary to plan the 1987 SCCTM Fall Conference. The computer was expanded to one megabyte of RAM memory to provide maximum maneuverability of files and data.

The tasks needed to plan and execute the 1987 Fall Conference with integrated software were:

1. Advertised for speakers and presiders in winter edition of SCCTM newsletter.
*2. Created speaker and presider database.
*3. Wrote speaker invitation letters.
*4. Created program database.
*5. Recorded responses to invitations in the speaker and program databases.
*6. Wrote reminder letters to non-responders.
*7. Contacted speakers with information to be verified for program publication.
*8. Recorded edited information from speakers.
*9. Prepared program outline for publication in SCCTM newsletter.
*10. Made room assignments and updated program database
*11. Prepared program for printing.
12. Proofread and edited galleys from the printer.

*13. Informed speakers and presiders of their room assignments and speaking or presiding times.

*14. Sent thank-you notes to speakers and presiders after conference.

15. Conducted product evaluation.

16. Conducted process evaluation.

The asterisks above mark the tasks that were completed using the integrated features of the AppleWorks software.

The time line for the above steps was:

1.	One day	January, 1987
2.	Two weeks	March, 1987
3.	One day	April, 1987
4.	One day	April, 1987
5.	Four months	April - July, 1987
6.	One day	June, 1987
7.	One day	August, 1987
8.	One month	August - September, 1987
9.	Two days	August, 1987
10.	One week	September, 1987
11.	One week	September, 1987
12.	Three days	October, 1987
13.	One day	October, 1987
14.	One day	November, 1987
15.	One month	December, 1987
16.	Two months	December, 1987 - January, 1988

The author created a speaker and presider database that was used for inviting potential speakers and presiders and recording their responses. Names, addresses, and a space for responses were entered into the database. All who had previously spoken or were recommended or volunteered to speak were invited. The information was merged into a word processing file for a personalized invitation. A sample invitation letter and the accompanying response forms appear in Appendix C. The letter was used for session and workshop speaker invitations. Fan-folded, pin-fed SCCTM stationery was used for all letter sized correspondence.

A similar letter was sent to publishing company representatives asking for company sponsorship of additional speakers for the conference. Eight publishing companies responded by sending consultants to speak at sessions or conduct workshops. One such speaker even flew in from Alaska to speak. After waiting for replies, the author sent follow-up reminders to those who had not responded. The reminder, sent using pin-fed, 4-inch by 6-inch post cards, appears in Appendix D.

The author next created a program database from the responses to the invitations. This database was used for keeping track of speaker and presider names and affiliations, session titles, times, grade levels, identification numbers, reference codes to the South Carolina Basic Skill objectives, reference codes to the NCTM

Agenda for Action items, and similar data. The data were verified with the speakers through a verification letter that appears in Appendix E. The author updated the database information as speakers returned their verification letters.

The integrated features of the AppleWorks software also allowed for personalized post cards to notify speakers and presiders of their room assignments and speaking times. The cards appear in Appendices F and G. Letters of appreciation were mailed after the conference by also merging the names and addresses from the program database into the word processor. Appendices H and I illustrate the letters of appreciation to session speakers and workshop presenters, respectively. An additional feature of AppleWorks allowed for entering information from the keyboard as a letter was printed. The author used this feature to thank the several companies who sponsored speakers. Appendix J illustrates the corporate thank you letter.

The program database served as the main source of information for the conference bulletin. The database information was printed in label format to the disk as a formatted ASCII file and then merged into a word processor file for the conference bulletin. Appendix K shows a sample of the session information as it was printed from the database into the word processor. Each "label" gave the following information formatted as printed onto the disk and then into the word processing file for editing:

Session Number Grade Level(s) Room Assignment
NCTM Item Code(s) SC BSAP Code(s)
Presider Name & Affiliation
Speaker(s) Name(s) & Affiliation(s)

Title Descriptive Remarks

The author edited the conference bulletin word processing file by adding bold face and italic printing markers which gave the bulletin the appearance of a document created with more sophisticated desktop publishing software. The author used an Okidata 192 dot-matrix printer that was capable of italic printing and changed the AppleWorks underline marker to engage italics instead of underlining.

The author sorted the speakers alphabetically and printed a report in table format to create an index of the speakers. The program page giving the speaker index appears as Appendix L. Key word searching was also used to create references to the NCTM Agenda for Action and the South Carolina Basic Skills Assessment Program objectives. These program pages appear in Appendix M. A general information sheet for each session was word processed and appears in Appendix N.

The author used the AppleWorks spreadsheet to construct a master room assignment matrix. The author used Sideways, a utility software package, to print the spreadsheet in a usable form by rotating it 90 degrees before printing. The author also used the spreadsheet as a word processor to create the process evaluation form, Appendix B.

The author and the new SCCTM president conducted the product evaluation by tallying the entries from the forms and compiling the results. The author and new SCCTM Board of Directors conducted the process evaluation. The new president of SCCTM supervised the process evaluation, since he is the next person to have planning responsibilities.

CHAPTER V

RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

The 1987 SCCTM Fall Conference was a success as measured by the product and process objectives. Table 1 shows the results of the product evaluation. Both groups, first time and veteran attendees, rated the conference over 96 percent successful, well above the 80 percent acceptance expected.

Table 1

Results of the Conference (Product) Evaluation

Type of Attendee	Responses Total	Usable	Attend Again/ Better or Equal	Percent
1st Time	49	46	45	97.8
Veteran	91	83	80	96.4

The new Board of Directors rated the 1987 Fall Conference successful from their process evaluation. Nine members of the Board of Directors attended the January meeting and participated in the process evaluation. Since some of the members were newly elected, they did not respond to every item. One member responded only to the time line ratings, and another only responded to the completion ratings. Table 2 on the next page shows the results of the process evaluation.

Table 2

Process Evaluation Results

PROCEDURES	Time Line Appropriate Number	%	Completed On Time Number	%
1. Advertise for speakers	7	100	7	100
2. Create databases	7	85.7	7	100
3. Invite speakers	8	100	8	100
4. Create program database	6	100	7	100
5. Record responses	7	100	7	100
6. Write reminders	6	100	6	100
7. Verify data with speakers	8	100	8	100
8. Record edited data	7	100	7	100
9. Prepare program for newsletter	7	100	7	100
10. Assign rooms and update database	7	100	7	100
11. Prepare program for printing	7	100	7	100
12. Proof and edit galleys	7	100	7	100
13. Inform speakers of rooms and times	8	100	8	100
14. Thank speakers & presiders	8	100	7	71.4

All of the 14 procedures on the time line were rated positively as to their appropriateness, with only the second item not receiving a 100 percent rating. The same rating results occurred on the completion check list, with 13 out

of 14 items rated 100 percent by the evaluation committee. Both parts of the process evaluation exceeded the 80 percent rating sought. The only item, #14, completed late was the sending of thank you letters. Two of the seven responding felt this lateness did not exactly follow the plan, only a minor point of criticism. The author sent the thank you letters in December, instead of November, as planned.

The author created a model for planning any type of conference where sessions and workshops are going to be held. By following the steps outlined in this report, anyone responsible for such a meeting can duplicate the efforts explained here. The flexible features of databases, in general, and AppleWorks, in particular, enabled the author to arrange the information in the program database in several ways to produce the conference bulletin pages. The mail merge features of Volume 2.0 of AppleWorks allowed the author to send customized letters to those involved.

The author presented a session at the Charleston Instructional Computing Conference (CICC) on March 12, 1988. This was the first sharing of the results of the practicum with an audience outside the Board of Directors of the SCCTM. The content of the session, "AppleWorks Plans a Conference", covered the technical aspects of the plan developed for this practicum. The mail merge and ASCII file use were of particular interest to the audience, experienced AppleWorks users and interested persons. Those attending

appeared to receive the information well and made positive comments during a question and answer period. No other formal evaluation of the session was taken. The author applied to present a similar session at the 1988 Florida Instructional Computing Conference but was not selected. Another application will be made for the 1989 FICC meeting.

After this practicum began, the SCCTM voted to hold a joint conference with the North Carolina Council of Teachers of Mathematics in Charlotte, North Carolina, in October of 1988. A committee is responsible for the program aspects of that meeting. The author is confident that the next person to plan a meeting for the SCCTM in 1989 will have a proven process to create a successful product for the membership of SCCTM.

Persons with planning responsibilities similar to the author could follow the steps outlined in this report to plan and carry out a conference or meeting. Even persons without all of the planning responsibilities could use the database to word processor merging (with special options available on their printer) to have AppleWorks take on some of the features of a more sophisticated desktop publishing program.

REFERENCES

Brown, Janet W. Personal Conversations. June - August, 1987.

Cagan, Bonnie. Personal Correspondence. July 21, 1987.

Hunter, Bev. "Social Studies Education in the Information Society." Social Education, 47(5).

Operating Code. South Carolina Council of Teachers of Mathematics. 1983.

Rawitsch, Don. "The Computerized Database: Not a Simple Solution." The Computing Teacher. December/January 1987-1988.

Sherard, Wade H. Personal Correspondence. July 14, 1987.

Smith, Patricia E. Personal Conversations. June - August, 1987.

Vockell, Edward and Eileen Schwartz. "The Computer in The Classroom." Mitchell Publishing, Inc. 1988.

APPENDIX A

1987 Fall Conference Evaluation Form

1987 Fall Conference Evaluation Form

We need your help is planning effective conferences and in meeting the professional responsibilities of SCCTM. Please complete this form and return it to the Registration Desk or leave it with the Presider at your last session.

Check One:

_____ First time in attendance (See A below.)

_____ Attended SCCTM conferences before. (See B below.)

A. Would you attend another conference based on your experiences with this conference? _____YES _____NO

B. Please rate this conference to the others you have attended.

_____Better than _____Equal to _____Worse than

C. What new topics or features would you suggest for future conferences?

D. What speakers would you suggest? (Give address or school)

E. What changes need to be made in the conference?

F. PLEASE CHECK THE CAPACITIES IN WHICH YOU ARE WILLING TO SERVE.

_____State Officer
_____MATHMATE Contributor
_____Awards Committee
_____Membership Committee
_____Speaker at Fall Conference
_____Presider
_____Assist with registration

Name:_____

Home Address:_____

City:_____State:_____ Zip:_____

Job Title & Level:_____

School or Office:_____

APPENDIX B

Fall Conference Process Evaluation Form

Fall Conference Process Evaluation Form

INSTRUCTIONS: Please rate each of the steps used to conduct the 1987 Fall Conference in relationship to the time line used and the timely completion of the step. Make any comments you feel are needed.

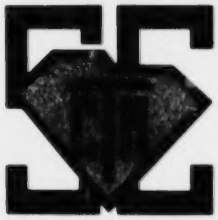
PROCEDURES	Time Line Appropriate	Completed On Time	COMMENTS
1. Advertise for speakers	Yes or No	Yes or No	
2. Create databases	Yes or No	Yes or No	
3. Invite speakers	Yes or No	Yes or No	
4. Create program data base	Yes or No	Yes or No	
5. Record responses	Yes or No	Yes or No	
6. Write reminders	Yes or No	Yes or No	
7. Verify data with speakers	Yes or No	Yes or No	
8. Record edited data	Yes or No	Yes or No	
9. Prepare program for newsletter	Yes or No	Yes or No	
10. Assign rooms and update database	Yes or No	Yes or No	
11. Prepare program for printing	Yes or No	Yes or No	
12. Proof and edit galleys	Yes or No	Yes or No	
13. Inform speakers of rooms and times	Yes or No	Yes or No	
14. Thank speakers & presiders	Yes or No	Yes or No	

SUGGESTIONS FOR CHANGE:

APPENDIX C

INITIAL INVITATION LETTER AND RESPONSE FORMS

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.



35 Lord Calvert Drive
Charleston, SC 29407
February 15, 1987

^(SPK.FNAME) ^(SPK.LNAME)
^(SPK.ADD1)
^[SPK.ADD2]
^(SPK.CITY) ^(SPK.ST) ^(SPK.ZIP)

Dear ^(SPK.WRNAM)

The South Carolina Council of Teachers of Mathematics will hold its next Fall Conference in Columbia, South Carolina, at Richland Northeast High School. The conference will begin on the afternoon of Friday, November 13, 1987, and run through Saturday. The theme for the conference is **The Agenda and BSAP --- Excellence in Mathematics Education in South Carolina.** It is my pleasure to invite you to present a **^(SESS.TYPE)** at the conference.

While the choice of a topic and grade level of presentation is yours, we would appreciate your indicating the Agenda items or BSAP objectives addressed by your ^(SESS.TYPE) on the enclosed acceptance form.

We are expecting our largest number of participants due to the increased number of teachers on our mailing list and the huge success of the NCTM Regional Meeting in Charleston. While we are not in a position to pay honoraria to presenters, we will provide a free registration fee to any presenter.

The rooms will be supplied with overhead projectors and transparencies and desks for sessions or tables for workshops. An Apple computer lab will be available for computer related sessions or workshops. All other specialized equipment will be the responsibility of the presenter.

Please complete the enclosed forms and return them to me by May 15, 1987. I am counting on your positive response to participating in what promises to be our largest Fall Conference ever.

Sincerely,

William E. Stevens, President

ENC:

SOUTH CAROLINA COUNCIL OF TEACHERS OF MATHEMATICS

1987 Fall Conference

November 13 and 14, 1987

* * * * * * * * * SPEAKER ACCEPTANCE FORM * * * * * * * * *

1. [ ] **I WILL PARTICIPATE IN THE CONFERENCE.** (Please sign, complete, and return the forms.)

   [ ] I AM UNABLE TO PARTICIPATE IN THE CONFERENCE. (Please sign and return.)

2. **SIGNATURE:** _____

3. CIRCLE THE APPROPRIATE **GRADE LEVEL(S)** OF PRESENTATION:

   K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

4. YOUR **NAME** AND **SCHOOL (OR PROFESSIONAL) AFFILIATION** AS THEY SHOULD APPEAR IN THE PROGRAM:

   NAME: _____

   SCHOOL: _____

   CITY: _____ STATE: _____

5. PLEASE GIVE A **DESCRIPTIVE TITLE** OF YOUR PRESENTATION:
   (150 Characters and spaces maximum)

   _____

   _____

   _____

6. **AGENDA ITEM(S)** ADDRESSED BY PRESENTATION:
   (Please check one or more, as applicable.)

   ___ Problem Solving ___ Basic Skills ___ Calculators/Computers

   ___ Effectiveness/Efficiency ___ Evaluation of Learning

   ___ Diverse Curriculum ___ Professionalism ___ Public Support

7. **BSAP** OBJECTIVE(S) ADDRESSED BY PRESENTATION:
   (Please check one or more, as applicable.)

   ___Concepts ___Operations ___Measurement ___Geometry ___Problem Solving

8. PLEASE MAKE ANY CORRECTIONS TO YOUR ADDRESS:

   ^(SPK.FNAME) ^(SPK.LNAME)
   ^(SPK.ADD1)
   ^[SPK.ADD2]
   ^(SPK.CITY) ^(SPK.ST) ^(SPK.ZIP)

9. WOULD YOU BE WILLING TO REPEAT THIS PRESENTATION? ___ YES ___ NO

10. IF YOU ARE WILLING TO PRESENT MORE THAN ONE SESSION/WORKSHOP, PLEASE INDICATE AND SUBMIT A SEPARATE FORM: ___ YES ___ NO

11. SPECIAL NEEDS TO CONSIDER WHEN PLANNING ROOM ASSIGNMENTS:
    (Please indicate as needed.)

COMMITTEE USE: Time:_____ Session #:_____ Workshop #:_____

SOUTH CAROLINA COUNCIL OF TEACHERS OF MATHEMATICS

1987 Fall Conference

November 13 and 14, 1987

* * * * * * * * * PRESIDER & BIOGRAPHICAL FORM * * * * * * * * *

YOU WOULD BE HELPING FURTHER IF YOU COULD NAME A PRESIDER FOR YOUR SESSION. IF YOU CAN NOT, WE WILL PROVIDE ONE FOR YOU.

PRESIDER INFORMATION:

NAME: _____

SCHOOL: _____

CITY: _____ STATE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP:_____

PERTINENT INFORMATION ABOUT YOURELF FOR YOUR PRESIDER:

Name: ^(SPK.FNAME) ^(SPK.LNAME)

Position (Assignment & Location) _____

_____

Educational Background: _____

_____

Organizations & Activities: _____

_____

Publications or Other Information: _____

_____

_____

_____

_____

COMMITTEE USE: Time:_____

Session #:_____

Workshop #:_____

Room Assignment:_____

APPENDIX D
POST CARD REMINDER

* * * FALL CONFERENCE REMINDER * * *

Just a short reminder that a few weeks have passed since the original deadline for responding about the Fall Conference. I hope that you will participate in the conference, as your expertise is needed.

I hope your school year was a successful one. I look forward to hearing from you shortly. If you find that you cannot present your session/workshop, will you help find a replacement or act as a presider. We want you with us in some capacity.

Bill

APPENDIX E

VERIFICATION LETTER

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.

35 Lord Calvert Drive
Charleston, SC 29407
August 9, 1987

^<SPK.NAME>
^<SPK.ADD1>
^[SPK.ADD2]
^<SPK.CITY> ^<SPK.ST> ^<SPK.ZIP>

Dear ^<SPK.WRNAM>

Below you will find the information that presently exists about the session or workshop you are presenting at SCCTM's next Fall Conference. Please take a few minutes to verify the information and make any changes that are needed. If you see ???, I do not have this information and would appreciate your adding it in.

The presiders that are listed are those who were sent in by speakers. If you would like a presider, but did not find one, please indicate by the space for the presider's name and I will find one for you. You may still secure your own presider if you wish. If you do not need a presider, please indicate, as well.

There will be space in the program for short descriptions of presentations. If you have a long title (as originally requested), please indicate what part should become the title, and the rest will serve as a description. You may add a short description if you like. Session times and room assignments will be sent to you in late September or early October.

Thank you for your prompt attention and response. If you find everything correct, please mark O.K., sign or initial, and return the sheet to me. A stamped, self-addressed envelope has been included for your use.

Sincerely,

William E. Stevens, President

* * * * * * * SESSION/WORKSHOP INFORMATION * * * * * * *

SPEAKER: ^<SPK.NAME> ^<SPK.INST> ^<INS.CITY>

PRESIDER: ^<PRES.NAME> ^<PRES.AFFIL>

PRESENTATION TYPE: ^<SES.TYPE> SESSION GRADE LEVELS: ^<SES.GRADES>

NCTM AGENDA ITEMS: ^<ADGN.TOPIC> SC BSAP OBJECTIVES: ^<BSAP.TOPIC>

TITLE AND DESCRIPTION:

^<TLK.TITLE1>
^[TLK.TITLE2]

NCTM Agenda Codes: PS-Problem Solving BS-Basic Skills PR-Professionalism
CC-Calculators/Computers EE-Effectiveness/Efficiency
EL-Evaluation of Learning DC-Diverse Curriculum
PUB-Public Support

SC BSAP Codes: COncepts OPerations MEasurement GEometry Problem Solving

APPENDIX F

SPEAKER POST CARD

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.

* * * Speaker Info for ^<SPK.NAME> * * *

Thank you for your participation in the 1987 FALL CONFERENCE. Your ^<SES.TYPE> is scheduled for Saturday, November 14, 1987, in Room ^<SES.ROOM> and will run from ^<SES.STIME> until ^<SES.ETIME>. There are 15 minutes scheduled between sessions and 30 minutes scheduled between workshops to give time for one to end and the next to be set-up. Not every room is scheduled every hour, but you can count on being able to get into the room at least 10 minutes prior to your presentation, if not earlier.

A Mathmate is in the mail to you containing conference info. When you use the form to register for the conference and to renew your membership, please mark speaker in the space for registration fee. Accept this as a small token of our appreciation for your time and effort in presenting your talk.

Looking forward to seeing you at the Conference.

Bill

APPENDIX G

PRESIDER POST CARD

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.

* * * PRESIDER NOTICE * * *

Just a short THANK YOU for agreeing to preside at one of the presentations at the Fall Conference. You are scheduled to preside for ^<SPK.WRNAM> at ^<SES.TYPE> ^<SES.NUMB> which begins at ^<SES.STIME> and runs until ^<SES.ETIME>. The talk will be held in room ^<SES.ROOM>

An information packet will be waiting for you when you arrive at Richland Northeast. Just ask for it at the Speakers/Presiders table. A short explanation of our responsibilities, a data sheet to be returned after the talk, and available biographical information about the speaker will be in your packet.

Thanks again for assisting.

Bill Stevens, President

APPENDIX H

THANK YOU LETTER-SESSIONS

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.

35 Lord Calvert Dr.
Charleston, SC 29407
December 5, 1987

^<SPK.NAME>
^<SPK.ADD1>
^[SPK.ADD2]
^<SPK.CITY> ^<SPK.ST> ^<SPK.ZIP>

Dear ^<SPK.WRNAM>

The Board of Directors and I would like to thank you for your time and effort in helping to make the 1987 Fall Conference the largest and most successful ever. We had over 900 persons register for the conference and increased our membership to nearly 1,000 this year. Most of this success has to be credited to the speakers, whose workshops and sessions helped make the program inviting enough to whet the appetites of the teachers and others attending.

Thank you again for your efforts on behalf of SCCTM and the teachers and students of mathematics in South Carolina.

Sincerely,

William E. Stevens
Past-President

APPENDIX I

THANK YOU LETTER-WORKSHOPS

NOTE: The capitalized words that appear after the carets and within brackets or less than and greater than symbols in this appendix refer to database field names that were mail merged.

35 Lord Calvert Dr.
Charleston, SC 29407
December 5, 1987

^<SPK.NAME>
^<SPK.ADD1>
^[SPK.ADD2]
^<SPK.CITY> ^<SPK.ST> ^<SPK.ZIP>

Dear ^<SPK.WRNAM>

The Board of Directors and I would like to thank you for your time and effort in helping to make the 1987 Fall Conference the largest and most successful ever. We had over 900 persons register for the conference and increased our membership to nearly 1,000 this year. Most of this success has to be credited to the speakers, whose sessions helped make the program inviting enough to whet the appetites of the teachers and others attending.

Many of you may have experienced added expenses due to mailing hand-outs beyond what you were prepared to give to the persons attending your session. Please let SCCTM reimburse your expenses by sending a statement of your extra expenses to our president:

Dr. Chris Tisdale
2074 Marquesas Ave.
Fort Mill, SC 29715

Be sure to include your address, reference your session number, and sign your request when you write to Chris. He will approve your request and will send the request to our treasurer for reimbursement.

Thank you again for your efforts on behalf of SCCTM and the teachers and students of mathematics in South Carolina.

Sincerely,

William E. Stevens
Past-President

APPENDIX J

THANK YOU LETTER-CORPORATE SPONSOR

NOTE: The asterisks indicate the places in the letter where keyboard entry was allowed.

35 Lord Calvert Dr.
Charleston, SC 29407
December 12, 1987

*
*
*
*

Dear *

The Board of Directors and I would like to thank you and * for your time and effort in helping to make the 1987 Fall Conference the largest and most successful ever. We had over 900 persons register for the conference and increased our membership to nearly 1,000 this year. Most of this success has to be credited to the speakers, whose workshops and sessions helped make the program inviting enough to whet the appetites of the teachers and others attending. By arranging for * to be a guest speaker, your company contributed above and beyond the usual. * is outstanding in our book.

Thank you again for your efforts on behalf of SCCTM and the teachers and students of mathematics in South Carolina.

Sincerely,

William E. Stevens
Past-President

APPENDIX K

SAMPLE CONTENTS--PROGRAM LISTING

*** * Friday, November 13, 1987 * ***

SESSIONS I 5:15 PM - 6:00 PM

Session 1 3 - 8 E-207
BS, EE CO, OP
Speaker: **Patty Smith**, School District of Pickens County

A Hands-On Approach to Teaching Decimals Decimal Squares: this complete program provides instruction, games and reinforcement activities.

Session 2 6 - 8 E-208
BS GE
Speaker: **Deborah Donovan**, State Department of Education, Columbia

Using Manipulatives to Teach Geometry - Application

Session 3 9 - 13 E-209
PS, CC PS
Presider: Angela B. Shiflet, Wofford College, Spartanburg
Speaker: **Richard L. Robinson**, Wofford College, Spartanburg

The Way The Ball Bounces...And Why An analysis of the behavior of a pool ball rolling on a rectangular table with pockets in the corner

Session 4 11 - 14 E-210
PS, DC CO, PS
Presider: Brenda Leach, Eastside High School, Greenville
Speaker: **C. Ray Wylie**, Furman University (retired), Greenville

Difference Equations A Window on a Wide Variety of Ideas and Applications

*** * SATURDAY, NOVEMBER 14, 1987 * ***

SESSIONS II 9:15 AM - 10:00 AM

Session 5 K - 1 B-204
BS, EL CO, OP, ME, GE, PS
Speakers: **Kelly Orander**, Liberty Elementary School
Debra Alexander, West End Elementary School, Easley
Carol Gray, A. R. Lewis Elementary School, Pickens

Observation Instruments for Assessing Kindergarten Math Objectives The teachers who developed this collection of observation instruments for all Pickens County Kindergarten teachers will share the how, what, and why of this exciting new component of the Pickens County math curriculum.

APPENDIX L

PROGRAM SPEAKER INDEX

SPEAKERS

The speakers are listed by sessions numbers, workshop letters, or mini-session letter.

Acton, Kurt D., 7, 74
Alexander, Debra, 5
Amos, Lou, 66
Anderson, Jean, 66
Aplin, Donald, 20
Ayers, Evelyn M., 13

Babb, Mary, 58
Bailey, Zan Tamar, 19
Bell, Ronald N., 67
Blighton, Margie, 23
Brummett, Dave, 22, 49
Buffington, Audrey V., W-E, M-I

Caldwell, Jr., Frank W., 78
Claytor, Marjorie, 14
Cleaver, Charles E., 10
Coleman, Gay, 81
Correll, Libby, W-A
Creamer, Kay, 52
Currence, Jerry, 71

Davis, Mary H., 18
Demme, Steven P., 65
Dickey, Ed, 6
Donovan, Debbie, 2
Donovan, Debbie, 35
Dotson, Marilyn, 36
Doughty, Cindi, 43
Dover, Loretta, 50
Dowlen, Mary, 55
Drews, Marc L., 33, M-II
Durham, Becky, 21

Elmore, Mary, W-F
Ettline, Fred, 48
Evatt, Nancy B., 63

Finley, Zane, 50
Florence, Hope, 81
Ford, Margaret I., 61
Francis, Laura, W-H
Franklin, Peggy, 29

Ganoe, Noreen S., W-C, W-M
Gasque, Betty, 15
Geddings, Suzanne, 45
Gibbons, Marie C., 73
Gossett, Mary, W-J
Gray, Carol, 5
Gustin, William, 37

Haynsworth, Hugh, 54
Horton, Elaine A., 17
Hynds, William B., 12

Jamison, Robert E., 26, W-R
Jordan, Don M., 46

Kemp, Kay, 66
Kenelly, John, 70
Kennerly, Elaine, 66
Kerlee, Janice Cross, 27
King, Stephen C., W-L
Kuhs, Therese, 75

Lambert, Patricia S., W-O
LaTorre, Donald R., 24
Ledbetter, Jan, 21
Lee, Myra, 31
Levis, Carol, 16
Lott, Anne H., 40
Luedeman, John K., 56
Lukavecki, Stanley M., 51, 79

Mack, Dorothy P., 32
McDonald, Debbie, 38
McIntosh, Sharon, W-B, W-G
McLean, Mittie, 66
Menkhaus, Mary, 76
Morgan, Betty J. W., W-Q
Morrow, Brenda B., 28

Neil, Karen H., 72

O'Leary, Mary Ellen, 69
Orander, Kelly, 5
Ott, Jack M., 64

Peek, Donna J., 39
Peeler, Lane E., 44
Phinney, Cindy S., 72
Povers, Sandy, 9
Pruett, Paula G., 34
Pundt, Joan S., 41

Ridley, Debbie, 60
Robinson, Richard L., 3
Rudy, Eloise, W-F

Scheer, Janet K., W-I, W-N
Sherard, Wade H., 53
Smith, Maxine, 25
Smith, Patty, 1, 30
Smyth, Vera G., 68
Sobel, Max, Opening General Session
Sommers, Dean D., 80

Tillotson, Marian, 8
Tilly, Ardiene C., 57
Tisdale, Chris, W-D
Touzel, Timothy J., 59

Washington, Cheryl C., 42
Wehman, Margaret, W-P
Welch, Frances, 54
White, Bruce F., 77
White, Wanda M., 62
Whitin, David J., W-K
Whitmire, Bill D., 11
Williams, Linda D., 47
Willocks, Carol, W-P
Wylie, C. Ray, 4

APPENDIX M

PROGRAM SPECIAL CODE REFERENCES

NCTM Agenda for Action Items

The National Council of Teachers of Mathematics Agenda for Action Items are listed and the sessions or workshops which pertain to them are given.

PROBLEM SOLVING (PS)

3, 4, 6, 7, 8, 9, 11, 12, 14, 18, 20, 24, 25, 27, 32, 33, 34, 38, 41, 42, 49, 50, 50, 51, 53, 54, 55, 57, 58, 61, 64, 65, 66, 67, 70, 72, 74, 75, 78, 79, 81, A, B, C, E, G, H, I, M-I, M-II, K, L, M, N, O ,P, Q

BASIC SKILLS (BS)

1, 2 , 5, 6, 7, 8,13, 17, 19, 20, 22, 24, 25, 26, 29, 30,32, 34, 35, 37, 38, 39, 40, 41, 44, 45, 46, 47, 49, 52, 57, 59, 61, 62, 63, 64, 65, 66, 72, 73, 74, 76, 80, 81, A, B, C, D, F, G, H, I, M-I, M-II, K, M, N, P

CALCULATORS & COMPUTERS (CC)

3, 6, 13, 19, 26, 43, 48, 54 ,56, 57, 66, 70, 71, C, D, L, M, Q

EVALUATION OF LEARNING (EL)

5, 10, 14, 28, 31, 36, 43, 55, 59, 61, 72

PROFESSIONALISM (PR)

28, 36, 48, 69

DIVERSE CURRICULUM (DC)

4, 10, 15, 21, 23, 26, 36, 37, 49, 56, 57, 58, 66, 67, 68, 77, 78, 80, M-II, J, P, R

EFFECTIVENESS & EFFICIENCY (EE)

1, 28, 30, 33, 37, 47, 57, 59, 60, 65, 69, I, N, R

PUBLIC SUPPORT FOR EDUCATION (PUB)

50

South Carolina Basic Skills Assessment Program Objectives

The South Carolina BSAP Objectives are listed and the sessions or workshops which pertain to them are given.

CONCEPTS (CO)

1, 4, 5, 6, 10, 13, 14, 15, 17, 20, 23, 24, 25, 26, 27, 29, 31, 32, 38, 39, 40, 41, 45, 48, 50, 52, 54, 54, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 72, 72, 73, 74, 75, 76, 77, 78, A, B, C, D, E, F, G, H, I, M-I, M-II, J, K, M, N, O, P

OPERATIONS (OP)

1, 5, 6, 7, 13, 14, 15, 17, 19, 22, 25, 27, 29, 32, 38, 39, 40, 41, 45, 47, 48, 50, 52, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 72, 73, 74, 75, 76, B, C, D, G, H, I, M-II, J, M, N, P

MEASUREMENT (ME)

5, 6, 7, 8, 11, 13, 14, 17, 20, 23, 25, 30, 32, 34, 38, 41, 45, 46, 49, 50, 52, 57, 61, 63, 65, 66, 72, 73, 75, B, G, H, I, M-II, J, N

GEOMETRY (GE)

2, 5, 6, 7, 10, 11, 13, 14, 15, 17, 20, 23, 25, 26, 27, 32, 34, 35, 38, 39, 45, 50, 52, 54, 56, 57, 61, 63, 65, 66, 70, 72, 73, 75, 80, B, C, G, H, M-II, J, M, R

PROBLEM SOLVING (PS)

3, 4, 6, 7, 8, 9, 12, 13, 14, 17, 18, 20, 23, 25, 27, 28, 29, 32, 33, 34, 38, 41, 42, 45, 49, 50, 51, 53, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 67, 70, 72, 73, 75, 76, 78, 79, A, B, C, E, G, H, I, M-II, J, K, L, M, N, O, P, Q

APPENDIX N

SESSION/WORKSHOP DATA SHEET

SESSION/WORKSHOP DATA SHEET

Dear Presider or Speaker:

Thank you for giving your time to help make this conference a success.

Please be at the assigned room as quickly as possible to meet the person you are introducing (if not already known to you) and introduce yourself to them. If you do not have the biographical data on them, find out what they feel is important in their introduction. Call the session to order at the time designated and remind the speaker when 5 minutes remain in the session so that we can close on time and adhere to the established schedule. Offer whatever other assistance you can.

Please fill out the information below and return it to the registration desk as soon as possible after the session. This information deals solely with the session at which you preside. If any one wants to turn in the Conference Evaluation Form (at the later sessions) please place them in the envelop with this form.

Again, thank you for your help!

==========

Session # _____ Workshop # _____ Mini-Session # _____

Time: _____

Presenter: _____

Title: _____

Number in Attendance: _____

Any Problems or Suggestions: